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ABSTRACT

Concern for student improvement and recognition of the importance of individualizing instruction provided the rationale for this project. A definite need was seen for paraprofessionals to help teachers with instruction, not just with clerical work. The project was organized so that teacher aides received on-the-job experience concurrently with their own college work. Three goals were identified: to recruit, select, and train aides for grades K through twelve; to provide workshops for master teachers to help them use and supervise their aides; and to distinguish clearly the responsibilities of aides and teachers. The report includes descriptions of the organization of the project, the recruitment of candidates, the selection of aides and teachers, the orientation of the teachers, the preservice and inservice curriculum, a teachers' workshop, an evaluation of the program, a data and summary section, placement and followup, and an appendix. The project was judged successful--of the 18 students graduated, 67 percent have been placed on the job for 1971 and 1972 and 33 percent are returning to school. (DI)

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ED 066735

E. P. D. A.

Teacher Aide and Supervising Teacher Training Project Report 1971 – 1972

Parkland College
Champaign, Illinois 61820

CS 000 146

EVALUATION REPORT OF:
JOINT TEACHER AIDE TRAINING PROJECT
1971 - 1972
PUBLISHED BY: PARKLAND COLLEGE
CHAMPAIGN, ILLINOIS

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Gibson City - District #1
Warren Page, Superintendent

Paxton - District #2
Charles Newman, Superintendent

Parkland College - Champaign, Illinois

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Barnett Algee, Executive Secretary

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Supervised by the Illinois Office of the Superintendent of Public Instruction.

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	Ralph Davis, Associate Superintendent
Ford County	A.J. McKinney, Regional Education Superintendent
	Warren Page, Superintendent
Champaign County	Byron Wise, Regional Superintendent
Parkland College	Mary Lou Brotherson, Project Director
	Fred Johnson, Division Chairman
	Clifton Matz, Dean

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INTRODUCTION

A concern for the improvement of each child's chance to succeed in school, along with the recognition of the importance of individualizing instruction formulated the rationale for this joint teacher aide and supervising teacher training project. School districts in Champaign and Ford Counties saw the need for this project. They spent a year in planning it and another year in its implementation.

Leadership for the project came from Parkland College, Urbana School Unit District #116, and Gibson City Unit District #1. The Urbana Schools served as the administrative district and Parkland College directed the training for the teacher aides and supervising teachers.

GENERAL DESCRIPTION OF THE PROJECT:

A. Rationale

Quality education requires individualizing instruction; individualizing instruction requires keeping careful records, skillfully diagnosing learning levels, and accurately prescribing next steps in learning. All of these factors together mean more non-teaching duties. Educational circles have come to recognize that the highly trained teacher must use her time in the most economical, and at the same time, the most constructive way. She should delegate the more routine levels of instruction to someone with less professional preparation. This differentiated staffing structure, then, demands a greater number of paraprofessionals, such as teacher interns, teacher aides, resource center assistants and lab assistants.

The superintendents of the school districts who participated in this project recognized the growing need for aides and were concerned with the lack of trained aides and trained teachers to use aides in this two-county area.

Persons experienced in training teacher aides to work in human service fields are almost unanimous in stressing the importance of providing work experience concurrently with course work. The academic work that is closely related to the day-to-day classroom work experience is utilized more efficiently than course work that precede placement. For this reason, after an orientation and 12-week preservice program, trainees were placed in classrooms for the balance of the academic year, and they remained in the work situation throughout the participating schools' year.

Course work was designed to use incidents enountered in the work situation to introduce the concepts and techniques thought to be relevent to aides. Individualized curricula for aides was provided to the greatest extent possible consonant with available resources.

Although it was expected that all aides would do some clerical work as part of their job, the <u>focus</u> of the training was on the <u>instructional aspects</u> of the aide's role. Efforts were made to bring out the instructional importance of all types of work, including the supportive clerical tasks, in the school setting.

B. Problems

Effective utilization of aides in the schools is hampered by three frequently encountered problems:

1. Applicants for aide positions bring to a work situation a variety of skills. One person might be effective for personal interaction with exceptional children, another might be an excellent tutor, still another may excel in helping with fine arts or physical education activities. Seldom will an applicant be capable in all of these areas. For this reason placement in a situation where her individual skills are needed is crucial for satisfying work experience for the aide and usefulness to the school in which she will work.

2. Teachers training curricula have not until recently given attention to training teachers to serve as leaders of a diversified teaching staff. On the contrary most teacher training institutions have emphasized the importance of the teacher's ability to work alone with a group of children. As a result of this orientation, few teachers have had an opportunity to develop and practice skills of supervising teacher aides. A teacher who feels unsure in this role will not be able to utilize the aide in an efficient manner.

3. Because of the informal way in which many aides have entered school systems, there has been little attempt to define their role and distinguish with whom an aide might work. Rarely have aides had any formal training or orientation for their position as it fits into the organization of the school. As a result, misunderstandings are likely to arise between professionals and aides as to what responsibilities each of them has.

C. Goals

The general goals of this project were designed to alleviate the preceding problems. Another of our goals deals with our accountability to the students with whom the teacher aide trainees and supervising teachers will work. Our goals were:

1. To recruit, select, and train instructional aides to work in kindergarten through twelfth grade classrooms. In the selection of the trainees particular attention will be given to choosing people who have the interests and skills that the supervising teachers have identified as important in their particular classrooms.

C. Goals - cont:

2. To provide an intensive workshop for the supervising teachers to develop and improve skills of supervision and utilization of an instruction aide.

3. As a part of the training program, both aide trainees and supervising teachers will participate in developing a clear differentiation of the responsibilities of the teacher and the paraprofessional aide. It is expected that clear differentiation will increase the likelihood of a smooth working relationship.

ORGANIZATION:

Several meetings were held at the outset of the teacher aide project. The meetings involved those who would:

1) make plans and implement these plans throughout the various aspects of the project

2) be responsible for various aspects of the project

3) be affected in some way by the project

4) evaluate portions of the project.

A. Advisory Group

On july 26, 1971, members of this group assembled in the board room of the Urbana School District #116 administrative offices. Members in attendance included:

Dr. Ray H. Braun, Ralph Davis - Urbana Schools
Warren Page - Gibson City Schools
A.J. McKinney, Superintendent - Ford County Educational Service Region
Byron Wise, Superintendent - Champaign County Educational Service Region
Clifton Matz, Fred Johnson, and Mary Lou Brotherson Parkland College

The Advisory Group established the following criteria for grant applicants:

1. Hold a high school diploma.

2. Have a strong interest in working with children.

3. Have ability to work and get along well with others.

4. Be in excellent mental and physical health.

5. Be between the ages of 18 and 55.

6. Be interviewed by the project director along with delegated representatives of the Urbana School District #116.

7. Apply for admission as a full-time student and be willing to complete a one-year certificate program at Parkland College.

Organization - cont:

Deadline for submission of application forms was set for August 27, 1971. Announcements of results to be made to awardee, alternates, and those not receiving grants by personalized letter.

A Selection Committee was appointed and consisted of Ralph Davis, Mary Lou Brotherson and Donna Dennis, representatives of Urbana Schools and Parkland College. This committee was charged with interviewing applicants, reviewing application forms, and rating scales.

Plans for media presentation, news releases, and the publication of a brochure were approved.

B. Principals' Meeting

Dr. Donald Holste, Director of Elementary Education, and Ralph Davis, Assistant Superintendent of Instruction in Urbana, along with Warren Page, Superintendent in Gibson City and Charles Newman, Superintendent in Paxton presented information to respective district principals concerning the project. Application forms were distributed for teachers who would then indicate their interest in participating in the project. Over fifty applications were received, and from those applications 18 teachers and 6 schools were chosen to participate.

RECRUITMENT OF CANDIDATES

Announcement of the E.P.D.A. award for this project, after date, July 15, 1971, precluded any efforts to begin recruitment of candidates before that date. Official recruitment for this cooperative project was begun immediately after the announcement.

Information was disseminated to the general public via the media and at key locations throughout the target area. A brochure was designed to convey pertinent information, and arrouse interest in the teacher aide project. Information vital to applicants was emphasized. (See appendix). The following timetable of direct contacts included:

July 20, 1971 - Urbana School Board
Open Meeting - Report of E.P.D.A. Project
Newspaper and Television coverage

July 24-26, 1971 - Champaign - County Fair
Parkland College Display Booth, disseminated information regarding training project
Informal interviews

July 26, 1971 - TAT Advisory Group Meeting and Press Conference
Newspaper and Television coverage

July 27, 1971 - a) Television Interview with Len Prezack
"Let's Talk About It" - Channel 15 - WICD

b) Interview with Counselor, Adult Basic Education Center, Urbana School District 116

c) Conference with Public Information Office

July 29, 1971 - a) Parkland College Staff Meetings with Dean of Admissions

b) Television Interview - WILL-TV, "Community Notebook"

July 30, 1971 - Parkland College Meetings with Dean of Students, Dean of Student Activities, Director, Preparedness Program and Director of Financial Aide

August 2, 1971 - Counselors' Briefing

August 3, 1971 - Department of Public Welfare - Meeting

August 16, 1971 - Meeting with Counselor from Opportunities Industrialization Center.

Recruitment of Candidates - cont:

August 19, 1971 - Television Interview - "Dialing for Dollars"

Announcements and brochures for recruitment purposes were either broadcast or disseminated to the following:

Radio Station - WDWS	"Penny for Your Thoughts"
Television - WILL-TV	Spot Announcements
Newspaper Coverage	Champaign-Urbana Courier Champaign-Urbana News Gazette The Gibson City Courier Paxton Daily News Illinois Vocational Newsletter, Springfield, Illinois The Herald, Decatur, Illinois The Review, Decatur, Illinois The Commercial News, Danville, Illinois

Participating School Districts

Urbana Free Library

U.S. Employment Service

Prepardness Program - Parkland College

Adler Zone Center

Jr. College District 505 - High School Counselors

Local and Area Church and Synagogue Groups

Department of Public Aid

Department of Children and Family Services

Regional Education Service Centers

Veterans Administration

Division of Vocational Rehabilitation

O.I.C.

Urban League

Head Start

P.T.A. Presidents and Council Members

SELECTION OF AIDES AND TEACHERS

At the initial meeting of the E.P.D.A. - TAT Project Advisory Group, a Selection Committee was appointed. Owing to the fact that classroom teachers were not available during the summer for service on this committee, they were not represented. Delegated administrators, representing the school districts involved, along with Parkland College instructors formed the committee.

The short time allotted for the dissemination of information and the recruitment of aides speeded up the selection process. Sixty persons applied for the grant, which would pay each recipient $970, full-tuition and fees for a year's study, equivalent to 30 semester hours of work, and a $25 per week stipend during on-the-job training. (22 weeks).

A multiple series of interviews for each applicant followed the receipt of application forms. (See appendix). Follow-up studies were made of each qualified appli ant, which included a study of reference letters and completed desirability rating scales. (See appendix). Selection was completed after thorough collection of data and interviews of each applicant.

Rating scales, identical to the ones used by the listed references, were used by the interviewers. After each day's interviews, a note was taken on those interviewed. The results of such balloting, along with the information received from the desirability rating scales returned by the references, provided the basis for selection. Finally, aides and alternates were informed by letter, along with those rejected. It may be important to note that only one man applied for this grant out of 60 applicants. He was interested in supplementing his income from a full-time night position and was not interested in work as a teacher aide as a full-time career because of the low salary for aides in this area.

STATISTICAL INFORMATION ON TEACHER AIDE PARTICIPANTS:

Total number of aides beginning program.....18
Total number of aides completing program.....18

Average age of aides.....33
Median Age.....35
Extremes.....18-50

Marital Status of Aides:
- Unmarried.....5
- Divorced.....1
- Married.....10
- Widowed.....2

Statistical Information on Teacher Aide Participants - cont:

Average Number of Children per:

Aides with families	3.4
Total number of children	44

Education of Aides:

High school only	10
G.E.D.	1
Business College	1
1 semester of college	1
2 semesters of college	2
Less that 1 full year of Jr. College	2
2 years of Jr. College	1

Geographical Distribution:

Champaign	6
Decatur	1
Farmer City	1
Fisher	1
Gibson City	2
Mahomet	2
Rantoul	3
Urbana	2

The selection of teachers for the project was made by the principals of the participating schools. Each principal was given brochures explaining the project and short application forms for the teachers. Teachers volunteering for the role of supervising teacher agreed to participate in a 10 week workshop, a tuition free class which met weekly for 10 weeks. Teachers were also asked to report regularly to the cooperating staff of the college regarding the progress of the student aides and to submit weekly plans. Each teacher was also entitled to a day of released time for a field experience and a tuition free course of their choice at Parkland College. Eighteen teachers were selected, including:

7 primary teachers,
7 intermediate teachers,
3 librarians and
1 special education teacher.

PARKLAND COLLEGE TEACHER AIDE PLACEMENT DIRECTORY

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SCHOOL	PRINCIPAL	DISTRICT	TEACHER	GRADE
Gibson City Grade School	Robert Benefiel	Gibson City	Evelyn Hoover	LRC
			Verna Farris	4th
Gibson City Jr. High School	James McCarthy	Gibson City	Margaret Smith	LRC
Westlawn Elementary School	Mildred Kemp	Paxton	Fern Kelly	1st
			Susan Lamb	3rd
			Josephine Skoneberg	4th
Dr. Martin Luther King School	Dr. John Bustard	Urbana	Donna Bell	6th
Washington Elementary School	Edward Cieniawski	Urbana	Barbara Gillespie	Kdg.
			Mary Sue Dobbins	1-2nd
			Catherine Binkley	LRC
			Gloria Norris	2nd
			Mary Kerkove	3rd
			Jan Gleaves	Spec. Educ.
			Phyllis Nasiopulos	6th
Webber School	Ralph Wantland	Urbana	Nancy Fehr	Primary
			Nancy Frakes	5th
			Janet Sullivan	6th
			Carol Thorsness	6th

ORIENTATION

A. College Staff

A "get-acquainted" organizational "buzz" session was called in early August for all staff members participating in the TAT Project. Outlines were reviewed, instructional materials discussed, including a video-tape. A schedule was set up for the year and faculty members were asked to attend all group meetings. Plans for a reception-tea for the incoming aides were finalized.

B. Teacher Aide Trainees

A welcome tea for all TAT trainees was held at Parkland College. Representatives from all participating school districts, and all college administrators and faculty, involved with the project, were all on hand to greet the aides. The press covered the reception as well. Aides were given a brief welcome from the staff of the project and refreshments were served. A question-answer session followed, which appeared to be most helpful to the student aides.

A student agreement form (see appendix) was distributed at this time and each of the trainees was asked to read the form and return it to the director's office. It was felt that signing such a document would be a gesture of commitment to the project and its ultimate purposes to serve children and the profession.

C. Teachers

Teachers in each school district were oriented to the program at staff meetings within each school respectively. Principals assumed the leadership in this area and the project office supplied the instructional materials.

D. Recommendations

It would be preferable to have been able to identify participating teachers during the school semester previous to the beginning of the project. In this way, teachers and aides would have been able to receive orientation simultaneously.

TEACHER AIDE CURRICULUM

The Parkland College teacher aide program included three quarters of course work, and a cooperative on-the-job or practicum experience in the participating schools of Champaign and Ford Counties. (In 3 schools of Urbana, in 2 schools of Gibson City and 1 school of Paxton, Illinois).

Owing to the Illinois requirement of 30 semester hours of college credit as minimum for teacher aides, the Parkland curriculum offered a full year of study with learning experiences designed to relate directly to the aide's role in the educational program of her school.

Empnasis in the TAT Project was upon contemporary educational theory and practice, and the development of interpersonal, technical and tutorial skills. Courses were designed sequentially with the fall quarter devoted to pre-service study, (12 weeks). Winter and Summer quarters involved further course work, with the addition of 22 weeks practical (supervised) work experiences in elementary classrooms and a jr. high learning center.

Parkland College coordinators were assigned to trainees during their entire educational experience, as advisors during the on and off campus aspects of the program.

Aides were interviewed early in the year and were requested to designate their preferences for classroom assignments during their practicum. With the exception of three persons, aides were given their first choice assignment in the schools. Hard of hearing and secondary physical education teachers were not available for the project, which made placement impossible.

The following outlines describe the 1 year teacher aide curriculum:

FALL QUARTER
September 21 - December 10
Pre-Service Training for Teacher Aides

	Cl.	Lab.	Cr.
TEACHER AIDE 101 Basic Conepts in Education	3	3	4
PSYCHOLOGY 105 Applied Developmental Psychology	4	0	4
BUSINESS 100 Typing and Office Machines	4	0	4
ENGLISH 104 Communication Skills I	4 15	0 3	4 16

Teacher Aide Course Descriptions

Teacher Aide 101 - Basic Concepts in Education:

A study of education in America with emphasis on history, philosophy, and development - the differentiating roles of teachers in auxiliary personnel. Independent study, lecture-discussions, field experiences and observations in school.

Psychology 105 - Applied Developmental Psychology:

Interaction of physical and psychological factors in development from conception to adolescence, with emphasis on application of principles in dealing with young children in groups or individually.

Business 100 - Typing and Office Machines:

The development of typewriter techniques and use of the diatype analyzer for errors. Corrective drills are emphasized. The student receives practice in business letters and instruction in common duplicating methods. It enables the students to develop a basic degree of skill in the manipulation of operative parts of the typewriter, in the preparation of duplicating materials and in the operation of the common duplicating machines.

English 104 - Communications Skills I:

Designed for career-program students, emphasizing clarity and effectiveness in writing and speaking. Assignments are oriented toward the student's career area, and seek to provide him with the communications skills he will need in the work situation. The writing laboratory and video-taping are used extensively.

WINTER QUARTER
January 3 - March 17
In-Service Training for Teacher Aides

	Cl.	Lab.	Cr.
TEACHER AIDE 102 Preparation and Utilization of Instructional Media	2	6	4
TEACHER AIDE 104 Education Practicum I	1	9	4
ENGLISH 105 Communication Skills II	4	0	4
	7	15	12

Teacher Aide Course Descriptions

Teacher Aide 102 - Preparation and Utilization of Instructional Media:

Theory, materials and methodology of preparation and utilization of instructional media. Lecture and lab-workshop experiences in maintenance and operation of equipment, creating teacher-made materials and utilization of such materials. Prerequisite: Teacher Aide 101.

Teacher Aide 104 - Education Practicum I:

A laboratory course including participation in a school setting with experiences in planning work, tutoring on a one-to-one and small group level, assisting with school programs as outlined by the classroom teacher. Lecture-discussion and micro-teaching lab experiences utilizing video-tapes and peer analysis. Prerequisits: Teacher Aide 101.

English 105 - Communication Skills II:

Continuation of English 104. Emphasizes communications problems in the work situation and practical solutions to them. Continued attention to effectiveness and clarity in speaking and writing, and to a critical approach to reading and listening.

SPRING QUARTER
March 27 - June 13
In-Service Training for Teacher Aides

	Cl.	Lab.	Cr.
TEACHER AIDE 103 Introduction to Early Childhood Education	3	3	4
TEACHER AIDE 105 Education Practicum II	0	12	4
DRAMA 110 Recreational Drama	4	0	4
	7	15	12

Teacher Aide Course Descriptions

Teacher Aide 103 - Introduction to Early Childhood Education:

A study and analysis of pre-school and primary educational programs and practices, including a knowledge and understanding of techniques and methods utilized in working with young children.

Teacher Aide 105 - Education Practicum II:

A continuation of Teacher Aide 104. Prerequisite: Teacher Aide 104.

Drama 110 - Recreational Drama:

Prepares students in teacher aide programs to work with children and other groups in informal creative dramatics. Includes improvization, pantomime, storytelling, charades, dramatic games, role playing, creative dramatics, puppetry, and limited acting.

SUMMER QUARTER
June 19 - July 28
In-Service Training for Teacher Aides

	Cl.	Lab.	Cr.
MUSIC 110 Recreational Music	4	0	4
ART 110 Arts and Crafts	3	3	4
	7	3	8

Teacher Aide Course Descriptions

Music 110 - Recreational Music:

Music activities and methods appropriate for recreational and elementary school activities including song leading and rhythm bands. Emphasis is on the development of effective ways of organizing and conducting music activities in the recreational and elementary school programs.

Art 110 - Arts and Crafts:

Art 110 is designed for the needs of teacher aide students. Art projects are selected to acquaint students with materials and techniques that will be most adaptable to classroom work. Typical materials and techniques are collage printing, macrame, fabric dying coordinated with kite construction, ceramic work and paper sculpture. Almost all of these emphasize the use of improvised or inexpensive materials.

TEACHERS' WORKSHOP

Every Monday afternoon for ten weeks, 18 teachers, (representing three school districts), met at the Urbana School District offices for discussion, workshop and media presentation. Textbook and handout materials were distributed to each teacher for study during the course. (See listing in appendix). Teachers asked many questions about the utilization of aides and sought a variety of methods and approaches. They worked in small groups, and wrote a manual for teachers as one of their culminating activities.

Teachers especially liked the joint sessions, with their new aides, including:

a) a problem clinic utilizing "sample" case studies,

b) an informal social, which began the practicum.

During the Spring Quarter all the school districts released their teachers for a day, in order to visit another school district where aides were used to individualize instruction. School districts are now being asked to consider giving professional growth credit for this workshop.

An evaluation of the workshop was completed with the following results and recommendations:

Survey Results
(15 surveys returned)

		VERY HELPFUL	HELPFUL	NOT HELPFUL
I	Discussion regarding history of teacher aide movement.	5	7	3
II	Quality of text and handout materials.	6	9	0
III	Discussion regarding teacher aide training.	5	9	1
IV	Viewing and discussion of slides and tapes.	6	7	2
V	Case studies.	10	5	0
VI	Joint meeting with aides.	8	5	2
VII	Handbook activity.	6	7	2
VIII	Field trip (12 attended).	12	0	0

TEACHERS' WORKSHOP - cont:

Recommendations and Conclusions

Some teachers expressed a desire to have the workshops held during the time that aides were working in their respective classes. They also requested that aides be present for more of the sessions.

They were very interested in being allowed to do several cross-visitations, at various grade levels, in order to better observe aide utilization. Many teachers seemed to desire specific guidelines and job descriptions to be outlined by the district.

A guidebook was given to each teacher at the outset of the workshop and teachers were given an opportunity to write their own guidelines, ammending the original guidebook. Roles for aides were broken down categorically. Plan sheets, checklists and evaluation forms to be used by teachers were devised by them and used throughout the program. Positive aspects of these workshops included:

a) the growth and development of group interaction,

b) the production of new instructional materials,

c) the enthusiasm of most of the teachers towards the sessions,

d) the willingness of most of the teachers to "try on" new ideas and participate openly.

Participating teachers were not given released time, increased pay, or credit, (as yet), for their workshop attendance. Each was awarded a tuition free course at Parkland, a dinner and a certificate of appreciation, and a field experience. It would seem probable that credit would be a wise choice for furthering incentive for teachers attending in-service workshops of this nature.

*NOTE: As a result of the above recommendations, contacts were made with the College of Education, University of Illinois, and a course in Education Administration, entitled, Utilization of Auxiliary Personnel, will be offered at the University graduate level in 1973. It will be team taught utilizing staff from the junior and senior institutions.

EVALUATION

A. Teacher Aides

1. Campus

From the very beginning of the project, TAT students showed great enthusiasm for learning. Instructors, from several disciplines, reported favorably in regard to their performance.

In education courses, aides participated in formal, as well as informal, activities on campus. They organized window displays, for National Education Week and for The Week of the Young Child. Several students attended professional meetings and institutes. Many volunteered their spare time at Head Start, the Conningham Home and the PAL program. These activities were in addition to a full class load, which included a practicum.

English instructors reported the willingness of students to improve their skills and to spend much time in the remediation of their weaknesses.

Drama classes produced and presented puppet shows in local libraries and day care centers.

Scholastically, aides performed very well. The cumulative grade point averages ranged from 3.00 to 4.00 (with 4.00 equivalent to an A). The average G.P.A. = 3.66, and the median G.P.A. = 3.78. Fourteen aides were graduated with honors, of these, eleven were with high honors, (G.P.A. of 3.70 and above).

2. Practicum

Aides in training began their practicum experience during the winter quarter and were assigned to schools in Urbana, Paxton and Gibson City. The assignments were made, as far as possible, with the assistance of the TAT students. Primary, intermediate, special education classrooms, and learning resource centers provided training placement opportunities.

Aides were released from campus two days a week to participate fully in their respective schools. Aides planned their work with their supervising teachers each week. These plans were discussed with college instructors who visited classrooms and discussions followed in weekly seminars.

EVALUATION - cont:

Rating instruments were completed jointly by the teacher and her aide.

The following are comments about aides taken at random, from the teachers' final evaluation forms:

> "has a genuine interest in children and a sincere concern....she has achieved very well in learning situations".
>
> "she established good rapport with the children, and they all just loved her.... her approach is positive, always looking at the brighter side".
>
> "was a tremendous asset in the classroom ....was well liked and worked well within the open classroom, initiating activities when necessary".
>
> "she seems to have had a wide range of experiences....she is very capable in working with various art activities and has many good ideas".

B. Learning Experiences

1. Aides

During their course work, and at the conclusion of the program, aides were invited to evaluate their learning experiences. These evaluations were completed in writing and orally during interviews, and group discussions.

Many of the aides indicated that they felt participation activities were the most exciting aspects of the program, e.g., media workshops, field experiences, discussions and seminars. Others stated that they felt that there was a relevancy in courses offered. They mentioned the importance of observations in the schools prior to their work experience and the importance of the interviews with the classroom teachers.

Students enjoyed the behavioral management unit in psychology class. They felt a term paper in the first education course was helpful and were enthusiastic about art classes.

Several of the students interviewed, requested that specialized courses in reading, math, creative activities, and physical education be added to the curriculum.

EVALUATION - cont:

At their recommendation the teacher aide staff of the college prepared four new courses for the curriculum for inclusion in the 1972-73 program. These courses will add an important dimension to the one year program.

Aides were particularly impressed with their elementary supervising classroom teachers, and, with the exception of one teacher, all were recommended for continuation as directing or supervising teachers in 1972-73.

Teachers were said to be:

"easy to work with...gave good suggestions".

"she understands children and is fair".

"she shares and you feel free to ask questions".

2. Teachers

See section on Teacher Workshop.

3. Administrators and Principals

Administrators and principals were asked to complete an evaluation questionnaire. (see appendix). Their feedback indicated that they are favorably impressed with aides, and that they would like them to continue work at their schools.

The statements below were made in the form of personal letters under the comment section of the reports:

1. John M. Bustard, Principal - Martin Luther King School
   "I was very favorably impressed by the high caliber of the teacher aides who worked with us. It is our hope that we can continue to cooperate in the development of this program".

2. R.A. Wantland, Principal - Webber School
   "Our experience with the aides was very good and provided our teachers with strong and unusually reliable "helping hands". The training that you give these people must be very thorough and almost professional in nature. I have the highest regard for your program....judging by the results I have seen".

3. Loretta Casta, Principal - Holy Cross School
   "Our school was very fortunate to have been able to participate in your program and I, personally, look forward to working with you and your staff in the fall".

EVALUATION - cont:

4. Charles C. Newman - Superintendent of Schools, Paxton
"Looking at it from the standpoint of an administrator, I find the program was well organized, the trainees were excellent choices and worked very well with our regular staff members. The staff members of the Paxton Community Unit Schools involved in the project directly were very complementary concerning the entire project".

We would be most happy to cooperate in a similar activity for the 1972-73 school year".

5. Warren T. Page - Superintendent of Schools, Gibson City
"We feel that you organized and furnished the leadership for a very fine program and we hope that the financial condition of schools will allow them to utilize the many fine people you are training. I am sure that the two we are going to use will add significantly to our program".

6. Ralph Davis - Assistant Director of Instruction, Urbana
"The organization of the program, the special training program for our teachers who worked with aides and certainly the quality of trainees who did their internship in our schools were all very positive factors in what we have judged to be an excellent training program. Not only did the aide trainees gain from the experience, but several of our teachers began to see their roles in the classrooms in a fashion which we would interpret as a positive change".

As I have talked with principals and teachers, I gained the impression that they all felt that the aide interns provided some very welcome help in the classroom and they further felt that the training was both thorough and effective".

EVALUATION - cont:

7. A.J. McKinney - Educational Service Region Superintendent, Ford County

"The Advisory Council for this program and its chairman, Ralph Davis, of the Urbana schools has been involved, to some degree, in the selection of staff and students, and the development of the curriculum.

Your leadership, has been outstanding and the program reflects your professional competence.

It is my belief that the students who do well in the program do indeed understand the role of the Teacher Aide, and will perform well in the schools of the area."

TESTING DATA AND SUMMARY

SRA SURVEYS OF PERSONAL AND INTERPERSONAL VALUES

A Study By: Dr. Brad Hastings, Counselor

To assess the values held by the students in the Teacher Aide Program, the SRA Surveys of Personal and Interpersonal Values, by Leonard V. Gordon were administered at random to nearly 2/3 of the students enrolled in the 1971-72 program. The profiles of the students specifically enrolled in the program under the TAT Project did not differ significantly from the other students in the program.

The results of the TAT students on the Survey of Interpersonal Values are summarized;

Value of Support - Being treated with understanding, receiving encouragement from other people..... ..... Evenly distributed from high to low.

Value of Conformity - Doing what is socially correct..... ..... Largely average to low.

Value of Recognition - Being looked up to and admired..... ..... Largely average to low.

Value of Independence - Having the right to do whatever one wants to do..... Largely average to low.

Value of Benevolence - Doing things for others..... .....Largely high to average..

Value of Leadership - Being in charge of other people..... .....Average to low.

Personal Values are summarized;

Value of Practical Mindedness - To always get one's money's worth.....Largely average.

Value of Achievement - To work on difficult problems..... .....High to average.

Value of Variety - To do things that are new and different. ..... Largely low to very low.

Value of Decisiveness - To have strong and firm convictions ..... Largely average.

Value of Orderliness - To have well-organized work habits.. ..... Largely high to average.

Value of Goal Orientation - To have a definite goal toward. which to work..... Largely high.

SRA Surveys - cont:

To summarize, the average student in the teacher aide program at Parkland College can be said to be a goal and achievement oriented, orderly person who is as practical minded as the average person and who holds little value for variety in terms of her personal values. In terms of interpersonal values, she can be said to be one who is most benevolent and least concerned with leadership. In terms of conformity, support, recognition and independence, the teacher aide student holds values similar to the average person.

PERCENTILE SCORES ON SRA SURVEYS

Personal Values

Student	P	A	V	D	O	G
A	11	78	12	64	69	76
B	98	72	6	9	90	20
C	48	87	0	52	74	85
D	48	51	12	90	53	76
E	91	37	43	27	79	20
F	41	24	59	33	69	81
G	61	58	4	27	96	76
H	55	78	1	86	69	57
I	48	72	16	46	48	89

Interpersonal Values

Student	S	C	R	I	B	L
A	30	79	6	55	86	24
B	61	62	9	26	90	36
C	14	56	54	26	94	42
D	10	99	24	26	80	13
E	68	56	46	74	31	9
F	75	24	54	32	74	24
G	82	3	54	60	54	61
H	92	6	54	65	36	42
I	37	1	31	99	48	48

PLACEMENT AND FOLLOW-UP

After interviews with graduates of the TAT project the following was reported:

A. Of the 18 students graduated, 67% have been placed on the job for 1972-73. 33% are returning to school full or part-time - (2 are seeking scholarships).

B. Placement has been made in Urbana, Champaign, Gibson City, Farmer City - Mansfield, Mahomet and Rantoul schools. Aides will be working in Pre-school programs, Head Start programs, primary, intermediate and adult education programs. Two aides are working in Learning Resource Centers, one at the jr. high school level.

Aides are being placed, and considering the fact that tax referendums have not passed in this immediate area, it is an encouraging fact. Several of the aides who voiced fears of not being placed on the job were pleasantly surprised at job opportunities. Aides who vigorously sought positions were the first to be hired. The TAT office and college placement office worked cooperatively in the area of placement. The fact that aides are returning to school in the areas of recreation, elementary, and music education is evidence of their commitment to children and the field of education.

APPENDIX

TEACHER AIDE TRAINING PROJECT

STUDENT APPLICATION FORM
(E.P.D.A.-B2 Grant)

School District 116--Administrative Agency
Parkland College--Training Institutions

(All information required on this application is of confidential nature.)

Name _____ Date _____
Last First Middle Initial

Address _____ _____
Street City State

Telephone _____ Date of Birth _____ Place of Birth _____

General Health _____ Height _____ Weight _____

Married _____ If married, state age of each child _____

Single _____ Divorced _____ Widowed _____

Spouse's Name _____ Address _____

Spouse's Occupation _____

Spouse's Employer _____ Address _____

Family Physician _____ Address _____ Phone _____

Educational Preparation:

Name of high school _____

Name of college attended _____

Honors _____

_____

Total semester hours acquired _____

Academic area or areas of emphasis _____

Work Experience:

Present or last employer _____
Name of Firm Address

From _____ To _____ Supervisor _____
Date Date

Nature of work _____

Work experience prior to the above position:

From	To	Years	Name & Address of Firm	Type of Work	Salary

Total number of years worked_____

References: (3: 2 Business, 1 Personal)

Business_____
Name Phone Address

Business_____
Name Phone Address

Personal_____
Name Phone Address

Range of Family Income:

Under $5,000_____ $5,000 to $10,000_____

$10,000 to $18,000_____ Over $18,000_____

Personal:

1. What are your career goals?_____

_____

_____

_____

2. How did you become interested in becoming a Teacher Aide?_____

_____

_____

_____

3. How do you view the role of a Teacher Aide?_____

4. Have you ever had experiences with working in an education setting? Describe. (Sunday School, camping, girl scouts, baby-sitting, etc.)_____

5. Do you have any strong convictions in regard to child-rearing and/or teaching. If so, please note them below._____

6. What hobbies or special interests do you have?_____

7. What special skills or abilities do you have which may aid you in this program?_____

8. What personal characteristics do you have which would make you a good teacher aide?_____

9. a) As a student would you be willing to take a full daytime program five days a week?_____

b) Would you be willing to be placed for internship in a city outside this country? (within a 45 minute drive)_____

10. If it is determined that you are weak or deficient in speaking or writing, would you be willing to do extra work to improve your skills?_____

Parkland College

2 MAIN STREET / CHAMPAIGN, ILLINOIS 61820 / (217) 384-2200

Address

_____

_____

Dear_____:

Re:_____

The above mentioned person has recently applied for a grant under the Education Professions Development Act, which is being administered by the Urbana School District 116 in co-operation with Parkland College. This grant will provide the awardee with a stipend in the amount of $970, including coverage of tuition and fees.

In order to select qualified students, we are requesting all references listed by the candidate to complete the enclosed confidential rating scale and to return it to this office as soon as possible. Enclosed also is a self-addressed, stamped envelope for your convenience.

Please do not hesitate to contact us if you have any questions in regard to this matter.

Yours very truly,

(Mrs.) Mary Lou Brotherson, Director
E.P.D.A.-B-2 Teacher Aide Program

ba

Enclosures: 2

TEACHER AIDE TRAINING PROJECT
PARKLAND COLLEGE
CANDIDATE EVALUATION

NAME_____ ADDRESS_____

Instructions--Please rate in terms of the following characteristics:	Superior	Above Average	Average	Below Average	Inadequate Opportunity To Observe
I. WORK HABITS					
Ability to comprehend	_____	_____	_____	_____	_____
Quality of work	_____	_____	_____	_____	_____
Organization of work	_____	_____	_____	_____	_____
Verbal communications	_____	_____	_____	_____	_____
Written communications	_____	_____	_____	_____	_____
Punctuality	_____	_____	_____	_____	_____
Attendance	_____	_____	_____	_____	_____
Potential for advancement	_____	_____	_____	_____	_____
II. PERSONAL CHARACTERISTICS					
Initiative	_____	_____	_____	_____	_____
Sociability	_____	_____	_____	_____	_____
Emotional stability	_____	_____	_____	_____	_____
Leadership	_____	_____	_____	_____	_____
Dependability	_____	_____	_____	_____	_____
Appearance (dress, grooming)	_____	_____	_____	_____	_____

III. Does this candidate have any noticeable health problems? ____ Yes ____ No

Comment?_____

IV. General Comments?

Evaluation by:_____ Position_____ Date_____
Company_____ Address_____
RETURN TO THE E.P.D.A.-B2 TEACHER AIDE TRAINING PROJECT, PARKLAND COLLEGE,
2 MAIN STREET, CHAMPAIGN, ILLINOIS

BROCHURE

Description

The Department of Health, Education, and Welfare, in cooperation with the Bureau of Personnel Development, Office of Education, under the Education Professions Development Act-B-2, has announced the award of a grant to the Urbana School District 116, Parkland College, and cooperating school districts within Ford County.

The project will enable 18 selected students to attend the Teacher Aide Training Program at Parkland College for a period of one year, with full tuition and fees for that period, and will give them a $25 weekly stipend during their practicum or on-the-job activity in selected schools. Trainees will be given 50 quarter hours of training in the Teacher Aide curriculum at Parkland College. This will lead to a certificate which meets the requirements under the school code of the State of Illinois.

Application forms and further information may be obtained by writing or calling:

Mrs. Mary Lou Brotherson, Director
E.P.D.A. Teacher Aide Training Project
Parkland College
2 Main Street
Jefferson Building
Champaign, Illinois 61820
384-2366 or 284-2367

Qualifications

To be considered as a qualified applicant for this award one must:

1. Hold a high school diploma.
2. Have a strong interest in working with children.
3. Have ability to work and get along well with others.
4. Be in excellent mental and physical health.
5. Be between the ages of 18 and 55.
6. Be interviewed by the E.P.D.A. project director and delegated representatives of the Urbana School District 116.
7. Apply for admission as a full-time student and be willing to complete a one-year certificate program at Parkland College.
    a. Complete medical examination form.
    b. Take the A.C.T. test.
    c. Submit an official transcript from your high school.
    d. Complete an E.P.D.A. Grant application form.

The deadline date for submitting application materials is August 27, 1971.

Persons selected to be recipients of the award will be notified by mail no later than September 20, 1971.

Every child has a talent or ability which needs to be drawn out and developed. But often this talent goes unnoticed by the parent or teacher who must share her attention with other children. As a teacher aide you can become a special person to these children by helping them where they need help --- with reading problems, science experiments, arts and crafts projects to name just a few activities. You can assist the teacher by lending a second pair of hands to jobs she doesn't have time for. And most of all, you'll be working in an area where you are needed --- an area of endless challenge and endless reward.

COURSE DESCRIPTIONS

TEACHER AIDE

TCH 101 Basic Concepts in Education — Four Credits

A study of education in America with emphasis on history and development and the differentiating roles of teachers and auxiliary personnel. Independent study, lecture-discussions, field experiences and observations in school. 3 class hours, 3 lab hours.

TCH 102 Preparation and Utilization of Instructional Media — Four Credits

Theory, materials and methodology of preparation and utilization of instructional media. Lecture and lab-workshop experiences in maintenance and operation of equipment, creating teacher-made materials and utilization of such materials. 2 class hours, 6 lab hours. Prerequisite: TCH 101.

TCH 103 Introduction to Early Childhood Education — Four Credits

A study and analysis of pre-school and primary educational programs and practices, including a knowledge and understanding of techniques and methods utilized in working with young children. 3 class hours, 3 lab hours.

TCH 104 Education Practicum I — Four Credits

A laboratory course including participation in a school setting with experiences in planning work, tutoring on a one-to-one and small group level, assisting with school programs as outlined by the classroom teacher. Lecture-discussion and micro-teaching lab experiences utilizing video-tapes and peer analysis. 1 class hour, 9 lab hours. Prerequisite: TCH 101.

TCH 105 Education Practicum II — Four Credits

A continuation of TCH 104. 12 lab hours. Prerequisite: TCH 104.

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Therefore EPDA programs must be operated in compliance with this law.

CURRICULUM

Teacher Aide

Fall Quarter	Cl.	Lab.	Cr.
ENG 104 Communication Skills I	4	0	4
PSY 105 Applied Developmental Psychology	4	0	4
MUS 110 Recreational Music	4	0	4
TCH 101 Basic Concepts in Education	3	3	4
PHYSICAL EDUCATION	0	2	1
	15	5	17

Winter Quarter			
ENG 105 Communication Skills II	4	0	4
TYPING ELECTIVE Approved by lead instructor	4	0	4
TCH 102 Preparation and Utilization of Instructional Media	2	6	4
TCH 104 Education Practicum I	1	9	4
PHYSICAL EDUCATION	0	2	1
	11	17	17

Spring Quarter			
DRA 110 Recreational Drama	4	0	4
ART 110 Arts and Crafts	3	3	4
TCH 103 Introduction to Early Childhood Education	3	3	4
TCH 105	0	12	4
	10	18	16

EPDA - B-2 Project

Student Agreement Form

As a candidate selected to participate in the Teacher Aide Training program under the EPDA - B-2 Act, cooperatively operated by Parkland College and selected schools in Champaign and Ford counties, I agree to:

1. Register for full time, day classes only.
2. Take only the courses prescribed and required for the Teacher Aide Program.
3. Abide by the attendance and tardiness policies established by Parkland College.
4. Pursue the training program to it completion by June 1972.
5. Cooperate with the director in the placement in schools for the internship part of the program.
6. Assume responsibility for the purchase of books and supplies and to provide for necessary transportation.

Date_____ Student Signature_____

PARKLAND COLLEGE

GENERAL COURSE OUTLINE

COURSE TITLE - "Teacher Workshop in the Utilization of Teacher Aides"

I. Description of Course:

A workshop for teachers and interested administrators to provide knowledge, skills, and understandings necessary in working with teacher aides including methods and techniques of evaluation of teacher aides.

II. General Objectives of Course:

1) development of good interpersonal relationships among professionals and paraprofessionals

2) development of understanding of the comparative roles of the teacher and the aide

3) development of skills in delegating responsibilities and planning work for teacher aides

4) development of skills in working with aides to individualize instruction for students.

III. Textbooks and Materials Required:

A. "Working with Teacher Aides", by Dr. Harry A. Becker, Croft Leadership Action Folio #7, New London, Conn.

B. "Teacher Aide Handbook - A Guide for New Careers in Education", by Brotherson and Johnson, Interstate Press, Danville, Illinois.

C. Handout materials by Frost and Rowland, Brandt, Leonard.

D. Slides, Filmstrips, Records, Video-tapes, and Films developed by Bank Street College, Garland Jr. College, and Parkland College.

IV. Methods of Presentation:

Lecture, discussion, small group planning activity, field and lab experiences.

V. Methods of Evaluation:

1. Development of a handbook for use in local school districts.

2. Development of materials to be used in working with aides.

PARKLAND COLLEGE TEACHER AIDE PROGRAM

SUPERVISING TEACHER WORKSHOP

TOPICAL COURSE OUTLINE

I. Introduction

A. Background of Teacher Aide Movement
   1. national movement
   2. local and state developments

B. Parkland College Program
   1. slide presentation
   2. distribution and explanation of text and handout materials
   3. overview of the Observation Experience

C. School code in Illinois - HB - 1107, 1889

II. Development of Rationale for the Utilization of Aides

A. From the Community Point of View and Its Needs

B. From the Child's Point of View and His Needs

C. From the Teacher's Point of View and His Needs

D. From the Administrator's Point of View and His Needs

III. Differentiating Staff Roles and School Organization Patterns

A. Teacher Roles

B. Auxiliary Roles

C. Multi-Unit Organizations

D. British Infant Schools - Open Classrooms - Family Groupings

E. Dual-Kindergartens

F. Traditional School Organizations

IV. Planning With Aides for Better Classroom Programs

A. Setting Objectives and Goals - (Kdg. - 12)

B. Individualizing Instruction

C. Evaluation Techniques
   1. Developing a handbook for classroom teachers and teacher aides
   2. Developing materials for evaluation

TOPICAL COURSE OUTLINE - Continued

V. Dealing With Problems

A. Developing the Relationship

B. Anticipating Problems

C. Case Studies of Problem Situations and Solutions

D. Developing "Unflappability"

E.P.D.A. TEACHER WORKSHOP EVALUATION

(Please complete and return before leaving today)

	Very Helpful	Helpful	Not Helpful
I. Discussion regarding the history, growth, development of the teacher aide movement was:			
II. Text materials were:			
III. Handout materials were:			
IV. Discussion regarding the training of teacher aides was:			
V. Color slides of the roles of teacher aides were:			
VI. The video-tape, "Let's Look at Learning" was:			
VII. Discussion and writing of Case Studies was:			
VIII. Meeting with aides was:			
IX. Creating a handbook for teachers is:			
X. A Springfield trip to Flossmoor should be:			

E.P.D.A. TEACHER WORKSHOP EVALUATION cont:

A. What are you specifically interested in finding out during our visit to Flossmoor?

_____

_____

_____

B. What specific suggestions do you have for making future workshops more relevant to your needs?

_____

_____

_____

C. Do you feel you were given an opportunity to express your ideas? (Explain)

_____

_____

_____

D. If you were absent more than twice, do you think this would have had an affect on your: 1) understanding of the workshop_____

_____

2) attitude towards the workshop_____

_____

3) performance in the workshop_____

_____

E. Comments:_____

_____

_____.

Director, Teacher Aide Program

PRINCIPAL'S ANNUAL EVALUATION QUESTIONNAIRE

TO:

FROM:

RE:

Kindly complete this form when it is convenient for you and return in enclosed envelope. Thank you.

1. Would you like to have Teacher Aide Trainees continued at your school next year?

   _____

2. What kinds of services would you like to have?

3. Has the general reaction of the staff to the Teacher Aide been:

   Good_____

   Fair_____

   Poor_____

4. Has the liaison between you and the Teacher Aide Program in your school been satisfactory?

   _____

5. Has the on-the-job training of Teacher Aides been satisfactory?

   _____

6. Has the on-the-job supervision of the Teacher Aide been satisfactory?

   _____

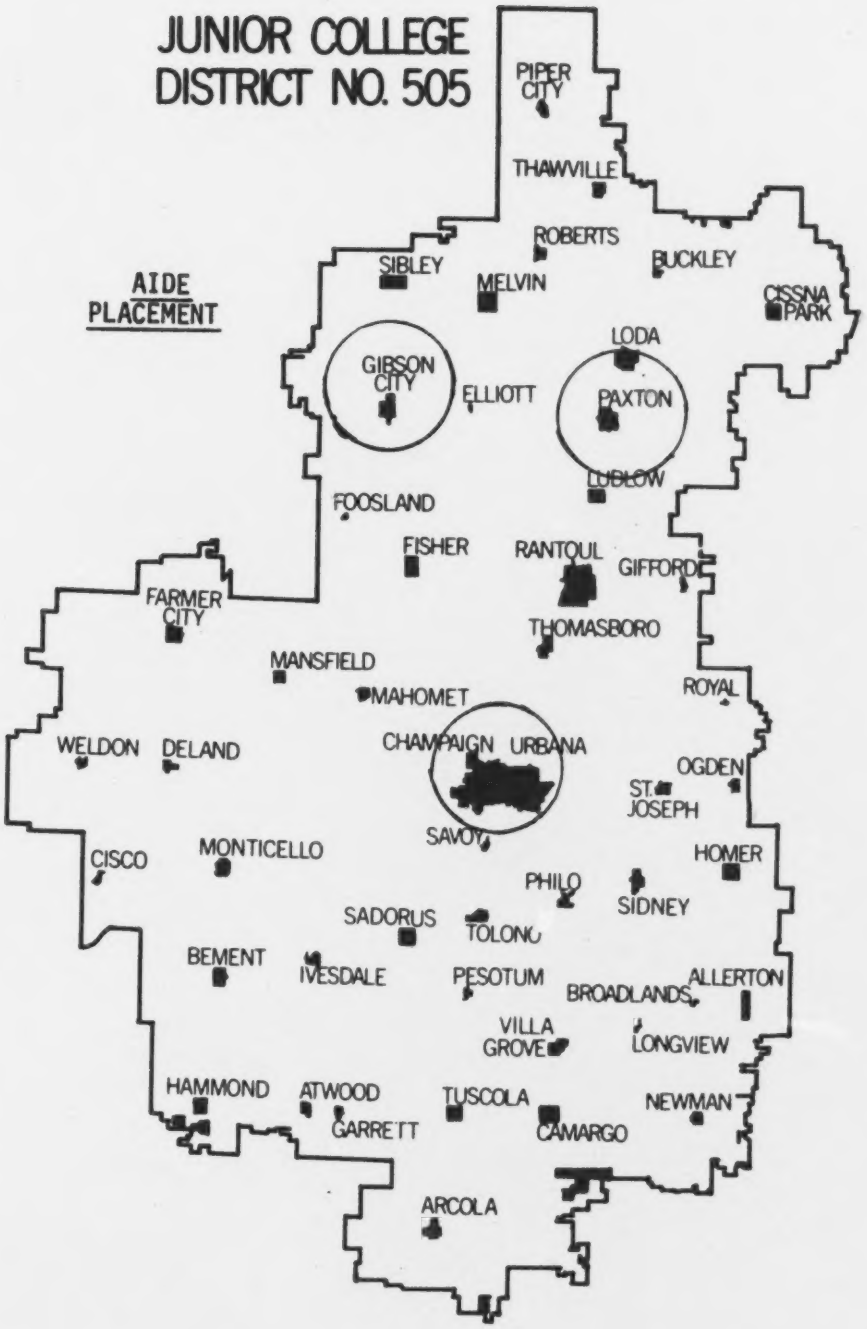
7. Has the help given to individual children or small groups of children tended to improve their achievement level?

   _____

8. Have the services of Teacher Aides appreciably relieved your staff of non-professional chores?

   _____

WE WOULD GREATLY APPRECIATE ANY COMMENTS OR SUGGESTIONS YOU MIGHT CARE TO MAKE.


JUNIOR COLLEGE
DISTRICT NO. 505
AIDE
PLACEMENT
PIPER CITY
THAWVILLE
ROBERTS
SIBLEY
MELVIN
BUCKLEY
CISSNA PARK
LODA
GIBSON CITY
ELLIOTT
PAXTON
LUDLOW
FOOSLAND
FISHER
RANTOUL
GIFFORD
FARMER CITY
THOMASBORO
MANSFIELD
ROYAL
MAHOMET
WELDON
DELAND
CHAMPAIGN
URBANA
OGDEN
ST. JOSEPH
SAVOY
CISCO
MONTICELLO
HOMER
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